

COLLETON MIDDLE

603 Colleton Loop
Walterboro, SC 29488

GRADES 6-8 Middle School

ENROLLMENT 984 Students

PRINCIPAL Catherine Turner 843-549-2690

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR Mrs. Redell Fields 843-549-5772

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	21	5

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

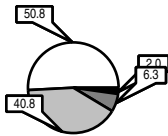
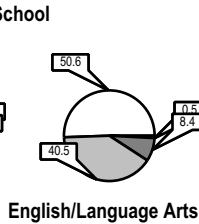
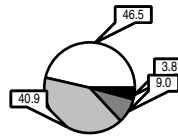
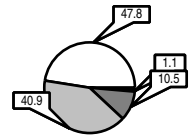
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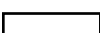
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	75	238	54
Percent satisfied with learning environment	70.3%	61.6%	61.5%
Percent satisfied with social and physical environment	72.0%	69.0%	44.2%
Percent satisfied with home-school relations	25.3%	77.1%	48.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	946	99.8	50.6	40.5	8.4	0.5	8.9	17.6
Gender								
Male	506	99.8	56.7	39.4	3.6	0.2	3.9	17.6
Female	440	99.8	43.7	41.8	13.8	0.7	14.5	17.6
Racial/Ethnic Group								
White	349	99.7	39.0	46.0	14.4	0.6	15.0	17.6
African-American	576	99.8	57.8	37.5	4.4	0.4	4.7	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	790	99.7	48.8	40.9	9.8	0.5	10.3	17.6
Disabled	156	100.0	60.7	38.5	0.7	N/A	0.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	946	99.8	50.6	40.5	8.4	0.5	8.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	944	99.8	50.5	40.5	8.5	0.5	8.9	17.6
Socio-Economic Status								
Subsidized meals	702	99.9	56.5	38.9	4.3	0.3	4.6	17.6
Full-pay meals	244	99.6	33.6	45.1	20.4	0.9	21.2	17.6

Mathematics								
All students	946	100.0	50.8	40.8	6.3	2.0	8.4	15.5
Gender								
Male	506	100.0	49.6	41.7	7.1	1.7	8.8	15.5
Female	440	100.0	52.2	39.9	5.6	2.4	8.0	15.5
Racial/Ethnic Group								
White	349	100.0	36.4	47.6	11.2	4.8	16.0	15.5
African-American	576	100.0	59.0	36.8	3.6	0.5	4.2	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	790	100.0	48.6	41.5	7.5	2.4	9.9	15.5
Disabled	156	100.0	63.0	37.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	946	100.0	50.8	40.8	6.3	2.0	8.4	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	944	100.0	50.5	41.1	6.4	2.1	8.5	15.5
Socio-Economic Status								
Subsidized meals	702	100.0	55.6	38.9	4.9	0.6	5.5	15.5
Full-pay meals	244	100.0	36.7	46.5	10.6	6.2	16.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	337	N/A	41.3	40.9	15.6	2.2	17.8
	Grade 7	334	N/A	39.0	48.9	10.6	1.5	12.1
	Grade 8	303	N/A	31.0	54.9	13.8	0.3	14.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	326	99.7	56.0	32.9	10.4	0.7	11.1
	Grade 7	347	100.0	52.0	40.7	6.7	0.6	7.3
	Grade 8	273	99.6	42.6	49.2	8.2	N/A	8.2
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	337	N/A	51.9	35.6	11.3	1.3	12.5
	Grade 7	334	N/A	62.2	29.1	6.9	1.8	8.7
	Grade 8	303	N/A	58.2	40.1	1.0	0.7	1.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	326	100.0	41.1	42.8	11.7	4.3	16.1
	Grade 7	347	100.0	63.0	32.4	4.0	0.6	4.6
	Grade 8	273	100.0	46.5	49.2	3.1	1.2	4.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 984)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	7.5%	14.4%
Retention rate	N/A	N/A	3.8%	2.3%
Attendance rate	94.8%	Down from 95.8%	94.4%	95.2%
Eligible for gifted and talented	7.3%	Up from 7.1%	7.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.0%	Down from 16.8%	16.3%	14.1%
Older than usual for grade	12.5%	Up from 11.2%	6.7%	4.9%
Suspended or expelled	4.2%	Down from 4.4%	3.2%	1.3%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 73)				
Teachers with advanced degrees	39.7%	Up from 37.7%	42.9%	47.1%
Continuing contract teachers	76.7%	Down from 79.2%	78.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.5%	Down from 85.1%	80.8%	84.3%
Teacher attendance rate	92.5%	Up from 92.2%	94.9%	95.0%
Average teacher salary	\$36,168	Up 1.3%	\$39,416	\$39,924
Prof. development days/teacher	11.2 days	Down from 12.3 days	11.5 days	10.7 days

School				
Principal's years at school	1.0	Down from 6.0	2.0	3.0
Student-teacher ratio	17.5 to 1	Up from 9.8 to 1	19.8 to 1	21.0 to 1
Prime instructional time	86.2%	Up from 85.2%	87.3%	88.9%
Dollars spent per pupil*	\$5,845	Up 3.7%	\$6,266	\$5,854
Percent spent on teacher salaries*	67.6%	Up from 66.6%	60.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.0%	Up from 88.1%	94.8%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Colleton Middle School, the largest middle school in Colleton County, continues to set and meet high expectations for students and teachers. This school year records noteworthy academic and social accomplishments.

With the assistance of a Curriculum Instruction Facilitator, Colleton Middle School was able to address many issues regarding student achievement, staff development, curriculum alignment, instructional best practices, and teacher growth and development. We entered into the school year with teaching teams participating in Standards In Practice (SIP), Sharing Teaching Experience in Math and/or Science (STEMS), and The Total Teacher, a program piloted in the school district that motivates both teachers and students to perform. Teachers continue to devote hours beyond the classroom to align curriculum to state standards and to develop integrated lesson plans designed to prepare students for PACT testing. Three teachers were again invited to make presentations at the South Carolina Middle School Conference in March 2003, and several teachers volunteer time to community efforts, such as Relay for Life, the March of Dimes, and United Way. The faculty and staff are dedicated, student-centered, accountable individuals who provide an environment that is safe, friendly, and conducive to quality instruction and learning.

Honors classes were offered to academically talented students in math and language arts. Gifted students had the opportunity to participate in Spice, a social studies program. The SOAR program targeted at-risk students and provided additional assistance to meet grade-level standards in all core subjects. Our student government, Future Educators of America organization, the National Junior Honor Society, Navy Sea Cadets, and the Academic Team were all very active this year.

The 21st Century and Communities in Schools federal grant programs, Homework Center, and Summer Enrichment classes provided students additional opportunities to improve academic weaknesses. For students not meeting standards, academic plans were developed. Major emphasis was placed upon parent contact and input to form a partnership with parents in the education of their children.

The 2003-04 school year brings about an exciting change for our school. Colleton Middle and its Sixth Grade Annex will consolidate from two buildings to one. Despite the challenges consolidation presents, our educational goals and love of children promise a bright future for our students. Our school-wide theme - The Total School - symbolizes our commitment to high quality instruction and learning.
Catherine Turner, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.